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ABSTRACT

In order to effectively respond to the new criterion for accreditation related to demonstrating integrity in practices and relationships that was established by the North Central Association of Colleges and Schools (NCA) in 1994, South Dakota's Mitchell Technical Institute (MTI) conducted a self-study focusing on institutional integrity. To provide a framework for the process, a definition of integrity was generated based on the NCA material and existing definitions. The first step toward documenting integrity was a review of organizational culture and the institution's ethical values. The second step evaluated MTI's publications and policy statements for accuracy, while the third step examined administrative practices and governance issues. MTI chose to evaluate integrity within the institution's five major service areas: governance, fiscal, and administrative services; student services; instructional services; marketing services; and physical services. Finally, MTI used two methods to examine institutional integrity in the study. First, self-study teams responded to written questions, with narrative comments recorded in minutes from meetings providing documentation that integrity issues were discussed. Second, students, graduates, the general public, employers, faculty, and high school counselors were surveyed to identify strengths and concerns about integrity. The student, counselor, employer, and community survey instruments are appended. (TGI)

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ED 390 482

The Integrity Criterion at the Two-Year Technical College

Thomas Quinn and Julie Brookbank

Mitchell Technical Institute

Mitchell, South Dakota

January, 1995

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Office of Educational Research and Improvement
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So now we have to respond to a new criterion, which at first glance appears to be relatively simple. Integrity? At a technical college? After a lengthy review of published material, it seemed that all we could find were articles and books specifically written about ethical problems at large academic institutions: ethics in the classroom;faculty departure from rigorous standards of research;inappropriate recruiting of student athletes;conflicts of interest in teaching , publishing and consulting;and improper use of grant funds. This led us to the conclusion that it is the "big" schools that should be most concerned with integrity issues.

Our self-study steering committee had attended the 1993 and 1994 Annual Meetings in Chicago where we had specifically looked for information in other self-studies that would help us. Since we were one of the first two-year technical colleges to be evaluated with the new criterion, we found little to help us.

But the evaluation team was on its way to our college, Mitchell Technical Institute, in Mitchell, South Dakota, and we needed to find a way to include the "simple" fifth criterion in our self-study. Suddenly, it wasn't so simple, nor was it only for "big" schools. How would we, as a small two-year technical college, fulfill the requirement of "demonstrating integrity" in our "practices and relationships"? How could we document or show patterns of evidence that we did, or worse yet, did not have institutional integrity? Furthermore, how could we involve our staff and get them to even talk about integrity? How could we prove to them that this was a critical issue, not just for NCA evaluation purposes, but for day-to-day operations? We began by examining NCA materials to gain a clear idea of NCA expectations and to generate an overall definition of institutional integrity within the context of a small, two-year technical college.

Definition of institutional integrity

Effective in 1994 the North Central Association developed a new criterion for accreditation. The new criterion described in its 1994 Handbook on Accreditation states simply that a member institution must "demonstrate integrity in its practices and relationships" (North Central Association of Colleges and Schools [NCA], 1994). It requires member institutions to "incorporate into its accrediting process consideration of all matters that speak to the integrity with which an institution of higher education conducts its business" (NCA, 1994).

According to the American Heritage Dictionary, integrity is defined as "rigid adherence to a code or standard of values; the state of being unimpaired or sound; and the quality or condition of being whole or undivided". The NCA Handbook for Accreditation describes integrity as adherence "to the civil laws and to the code of ethics commonly accepted by the academic community" (NCA, 1994). The American Assembly (1979) uses the terms "intergrity" and "ethical conduct" interchangably. Integrity requires a consistency between the claims an institution makes and its deeds (Huffman, 1982) . A simple definition of institutional integrity is that an institution does what it says it will do (Hegerty, 1983).

We found the Hegerty definition of integrity, within the context of accreditation was an essential guide. In beginning our search for the patterns of evidence that would support institutional integrity at Mitchell Technical Institute, we based our examination on Hegerty's statement: Were we doing what we claimed we were doing? In addition, we had discussions about the institution's code of ethics, both written and unwritten, and the culture of the organization.

Importance of institutional integrity

An institution that lacks integrity will be perceived by the public as untrustworthy. "Consensus on what constitutes legitimate higher education has been reduced, and expectations of it--and claims for it--have not been fulfilled (The American Assembly, 1979). A loss of integrity can be very difficult to regain in smaller colleges which have close ties to their communities.

NCA developed the new criterion knowing that institutions of higher education must be committed to the "pursuit of truth". To maintain that perception the "institutional behavior must be beyond reproach " (NCA, 1994). Pragmatically, how an institution is perceived by its public can impact student enrollments and placement rates, vital issues to the financial success of any college.

What is an institution of integrity?

We believe there are some general characteristics of technical colleges that will help identify them as institutions of integrity. To be perceived as possessing integrity, an college must:

1. Establish its mission and purposes clearly.
2. Effectively communicate institutional processes and expectations to students.
3. View itself as providing services to students, communities, and society.

4. Produce publications that accurately represent the institution.
5. Have programs which meet the needs of the public it serves.
6. Meet all its contractual responsibilities.
7. Not exploit its students or faculty.
8. Be unvarying in interpreting and applying standards and policies.
9. Be responsive to challenges to claims against its integrity.
10. Have the ability to meet the needs of its students.
11. Require personnel to keep up-to-date to maintain academic rigor and currency.
12. Insist on academic honesty and uphold intellectual standards.
13. Practice full disclosure to the public.
14. Operate without conflict of interest.

MTI's first steps to integrity

Mitchell Technical Institute's first step toward documenting integrity in our recent self-study was to review the culture of the organization and the institution's ethical values. Through this review process, MTI's ethics and policies were compared to actual practices.

The second step was to evaluate our publications and policy statements for accuracy. Reviews were made of publications to identify: 1) statements made that are not true; 2) courses listed, but not taught; 3) policies written, but not uniformly enforced; and many other areas. We also looked for implied claims or promises subtly made, but not delivered.

Our third step was to examine administrative practices and governance issues. At this point, the steering involved the entire faculty in evaluating our practices, legal and operational.

Areas MTI examined for integrity

MTI chose to evaluate integrity within the institution's five major service areas. The follow lists of questions were presented to our self-study task forces. One task force was assigned to each of the five service areas. The task forces examined documentation and responded to each of the questions. Their responses were collated and infused into the self-study report.

A. Governance, fiscal and administrative services

1. Are non-discrimination and equity statements found on documents? Are there procedures for addressing grievances on these issues?
2. Is an affirmative action plan available and is there evidence that the plan was appropriately developed and is uniformly used?
3. Is there a sexual harassment policy and a rapid response to claims of sexual harassment?
4. Is there a standard code of professional ethics and conduct with which all members are expected to comply?
5. Is due process outlined in grievance procedures?

6. Does the college have a process for the resolution of internal disputes?
7. Are the relationships with other institutions professional?
8. Are contractual agreements adhered to?
9. Do citizen advisory committees understand their role? Does the institution avoid exploitation of the advisory committees?
10. Is the institution financially accountable and does it pay bills promptly?
11. Do publications reflect the actual cost of attending the institution? Are students informed of the costs of attending the institution?
12. Are students given the opportunity to participate in decisions that affect them?
13. Are student loan default rates monitored?
14. Does the institution publicly disclose information on financial matters?
15. Does the institution follow standard academic procedures?
16. Does the name of the college reflect its mission?
17. Does the college responsibly regulate itself?

B. Student services

1. Do admissions policies relate to the mission and are they uniformly applied?
2. Is student government provided support for its function?
3. Is counseling assistance provided to students with substance abuse problems?
4. Is student information confidential?
5. Are practices in place to promote gender and racial equity?
6. Are academic transcripts constructed to reflect student academic achievement?
7. Is financial aid information accurately provided students?
8. Does student insurance protect the student while participating in student activities?
9. Is student housing safe and accurately represented?
10. Are students with disabilities provided appropriate adaptations?

C. Instructional services

1. Are courses schedules accurate and easily understood?
2. Are faculty credentials appropriate and accurately displayed?
3. Are laboratory resources appropriate for course work?
4. Are course syllabi accurate and do they outline the course?
5. Do faculty members have academic freedom?
6. Is the student evaluation/grading system accurately represented and uniformly applied and are grievances promptly resolved?
7. Are instructors required to update themselves and their courses?
8. Is the disciplinary and grievance process fairly applied?
9. Are articulation agreements accurately portrayed?
10. Are majors and programs described consistently with standard practices?
11. Are requirements of degrees and diplomas well defined?
12. Is placement rate information provided students?
13. Are students allowed to finish discontinued programs?
14. Are student course evaluations appropriately administered?

D. Marketing services

1. Are publications accurate ?

2. Are all advertisements accurate?
3. Is placement information provided to students and is it accurate?
4. Are new programs appropriately developed and marketed?
5. Is survey information collected responsibly?

E. Physical services

1. Do bidding processes for equipment follow state laws?
2. Is adequate insurance provided for students?
3. Does the campus comply with the Campus Security Act?
4. Is the campus safe and secure?
5. Are all areas handicapped accessible?
6. Are classrooms overcrowded?
7. Does administration investigate issues that may compromise the health of students?
8. Is the institution adequately insured for liability?
9. Is everyone notified when there are cancellations for weather or other causes?
10. Is the faculty concerned with the physical environment of classrooms?

Documenting integrity

MTI used two methods to examine institutional integrity in its self-study. First, self-study teams responded to written questions taken from the previous lists. Narrative comments recorded in meeting minutes provided documentation that integrity issues were discussed. Second, samplings of various constituencies were surveyed to identify strengths and concerns about integrity. The following is a listing of the populations and the surveys MTI used :

1. Students (student satisfaction inventory)
2. MTI graduates (graduate follow-up survey)
3. Students (end-of-course evaluations)
4. The general public (perception survey)
5. Employers (employer survey)
6. Faculty (survey of institutional climate)
7. High school counselors (opinion survey).

The survey data was collected, sorted, and examined for questions and responses specifically related to integrity issues within the five service areas.

Conclusion

Because of the nature of their mission and the closeness of their relationship to the public, technical colleges need a high level of public trust to operate effectively. Business and industry support are needed and used to maintain relevant curriculum, to supply up-to-date laboratory equipment, and to hire graduates. Public legislative support is needed to maintain adequate levels of funding. To maintain trust it is

imperative that technical colleges willingly meet the challenge of assessing their integrity. We believe that failure to live up to acceptable standards of integrity will harm the professional reputation of any institution and everybody associated with it, public support will be weakened, the state may reduce funding, and, most importantly, students will lose educational opportunities. Regardless of how we assess ourselves, the public is continually assessing two-year colleges on the basis of cost, quality, and access to services.

The enterprise of accreditation is now in a unique position to promote institutional self-study and guide an institution toward integrity (Lenn, 1989). The North Central Association has taken a leadership role in establishing the new criterion for integrity (Greenberg, 1994). Educators must support their efforts for the good of *all* institutions of higher education or else "the irresponsiblities of the few will tarnish the good name of all" (The American Assembly, 1979). The impact of the NCA criterion has not yet been fully realized. Institutions of higher education now need to be proactive in developing processes to strengthen and ensure integrity, thereby securing public trust. Failure to do so will very likely bring about further charges and intrusive governmental control (U.S. House of Represenatives, 1992)(Greenberg,1994).

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Student Satisfaction Inventory™

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Questions 116-122: Numerical Order
Summary of Responses 61
Questions 123-125: Numerical Order
Summary of Responses 61
Questions 126-130: Numerical Order
Summary of Responses 61
Questions 147-164: Numerical Order
Summary of Responses 62
Questions 165-194: Numerical Order
Summary of Demographic Information 63

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The Student Satisfaction Inventory™

Pilot Study: 2-Year Version

I. Introduction iii

II. Overview

What Is Most Important to Our Students?
20 Areas of Highest Importance 1
What Is Least Important to Our Students?
20 Areas of Lowest Importance 2
What Is Most Satisfying to Our Students?
20 Areas of Highest Satisfaction 3
What Is Least Satisfying to Our Students?
20 Areas of Lowest Satisfaction 4
Where Are We Best Meeting Our Students' Expectations?
20 Smallest Performance Gaps 5
Where Are We Least Meeting Our Students' Expectations?
20 Largest Performance Gaps 6
How Do We Compare with Other 4-Year Institutions?
20 Areas of Highest Importance 7
20 Areas of Lowest Importance 8
20 Areas of Highest Satisfaction 9
20 Areas of Lowest Satisfaction 10
20 Largest Performance Gaps 11
20 Smallest Performance Gaps 12

III. Item Analyses

Questions 1-115: Numerical Order
Summary of Importance Responses 13
Summary of Satisfaction Responses 18
Summary of Performance Gaps 23
Questions 1-115: Rank Order
Summary of Importance Responses 28
Summary of Satisfaction Responses 33
Summary of Performance Gaps 38
Questions 1-115: Comparison with Other Institutions
On Importance 43
On Satisfaction 49
On Performance Gaps 55

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Introduction

The **Student Satisfaction Inventory™** is designed to measure students' satisfaction with a wide range of college experiences. Colleges and universities need specific feedback from their students as they seek to improve their effectiveness. The SSI can help your institution answer some key questions pertaining to campus climate, student recruitment and retention, strategic planning, and overall institutional effectiveness:

- What aspects of your college or university are most important to your students and contribute most to their satisfaction?
- In what areas are you already meeting or exceeding student expectations?
- Where are your most severe performance gaps and which ones should you concentrate on (without breaking the budget)?
- What are your strengths upon which you can build?
- What remedies or adjustment do you need to make?
- How can you best impact your strategic plans?
- How can you create a more student-centered campus?

How is the Student Satisfaction Survey™ different from other satisfaction surveys?
It asks a crucial second question. Unlike most satisfaction surveys, the Student Satisfaction Inventory™ asks students two questions instead of one. The usual question, "How satisfied are you?" is accompanied by a new question, "How important is it to you?" This second question makes all the difference because it gets to the heart of your students' concerns.

It's state-of-the-art. This is the first satisfaction survey ever to be based on student expectations, the true underpinning of human satisfaction. This approach is widely accepted in the commercial world as the most effective method for measuring satisfaction, but until now has never been available to postsecondary institutions.

For example, where other surveys might ask students to rate their level of satisfaction with *"Testing/grading system,"* this survey asks students to rate specific expectations such as *"Faculty provide timely feedback about student progress in a course."* By precisely identifying expectations in this manner, the survey effectively closes the door on the wide range of unstated expectations that students would otherwise typically incorporate in their responses.

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How does the Student Satisfaction Inventory™work?
The power of the SSI lies in each item's "performance gap" score. This score is the difference between the importance rating and the satisfaction rating that students assign to each item. For example, if a student gave a satisfaction rating of "2" and an importance rating of "4", the performance gap for that item would be "2". With the performance gap scores for all items ranked from highest to lowest, you have a priority-ranked list of the leading issues on campus that could dramatically improve students' satisfaction if addressed.

The **Student Satisfaction Inventory™** was developed by Dr. Laurie A.Schreiner, Associate Professor of Psychology, and Stephanie L. Juillerat, Adjunct Professor of Psychology, both of Eastern College, St. Davids, Pennsylvania.

Noel/Levitz Centers conducted the National Pilot Study at 41 campuses across North America ranging from large four-year public universities to small liberal arts colleges to two-year community and technical colleges. This national validity study provided the norms for the final 2-year and 4-year versions of the Student Satisfaction Inventory™.

January 4, 1994

Dear Counselor

As part of the accreditation process through the North Central Association, we have been asked to measure Mitchell Technical Institute's effectiveness in several areas. As Admissions Coordinator, my task is to develop a pattern of evidence supporting the admissions process at Mitchell Tech.

If you ask K-12 educators, counselors and administrators, the common answer to questions about technical education is, "I've always believed in vo-tech" or "I'm a supporter of technical education." However, it is probably also fair to say that the same group has felt that vocational-technical schools were primarily designed for the non-college bound student.

The purpose of this survey is to determine if attitudes toward technical education have changed, and if so, why? We are also specifically interested in hearing your reactions to encounters you have had with the Mitchell Tech Admissions Office, either directly or through your students.

Please complete the enclosed survey to the best of your knowledge and return it to us in the enclosed postage-paid envelope. If you have questions, please call us at (605) 995-3024 or (800) 952-0042. Thank you.

Sincerely

Lance B. Carter
Student Services

COPY

1. What is your definition of vocational/technical education? (short statement)

2. Has your attitude toward technical education changed in recent years?

_____ yes _____ no _____ somewhat

3. In your opinion, what has changed in technical education?

_____ degree of difficulty
_____ higher percentage of job market requires technical training
_____ higher level of acceptance by the general public
_____ nothing

4. Did the Mitchell Tech school representative help you gain insight on technical education?

_____ yes _____ no _____ somewhat

5. Did the Mitchell Tech school representative accurately depict the programs/majors at Mitchell Tech?

_____ yes _____ no _____ unsure

6. Did the Mitchell Tech materials accurately depict the program/majors at Mitchell Tech?

_____ yes _____ no _____ unsure

7. What would you change in the admission materials available from Mitchell Tech? (short statement)

_____ Nothing--materials are good.

8. Is the Mitchell Tech admissions process:

_____ difficult _____ average _____ simple

9. Is the pre-admissions testing at Mitchell Tech:

_____ necessary _____ unnecessary _____ unsure

10. When students toured Mitchell Tech and returned to your school, their impressions were:

_____ favorable _____ unfavorable _____ neutral

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11. When phoning the Mitchell Tech Admissions Office, was the response helpful, prompt and courteous?

_____ yes _____ no

12. Were materials you ordered delivered promptly?

_____ yes _____ no

13. Are technical schools starting to forget their role when meeting the needs of the traditional high school non-college/university bound students?

_____ yes _____ no _____ somewhat

14. Has technology so overwhelmed educators that it has become difficult to advise high school students in a specific direction?

_____ yes _____ no _____ somewhat

15. Has it become evident that our entire high school curriculum and post-secondary curriculum must be restructured to prepare students for the globally competitive workplace?

_____ yes _____ no _____ somewhat

16. Does the legislature need to refocus its funding formula and emphasis away from the university system and on to the technical system?

_____ yes _____ no _____ somewhat

17. The purpose of the AAS Degree (Associate of Applied Science) is to allow a two-year technically trained student access to a college degree. Should technical institutes expand AAS degree course offerings (e.g. general education courses)?

_____ yes _____ no _____ somewhat

If you answered no, should the two-year technical institutes make better use of the four-year colleges and universities where the curriculum already exists?

_____ yes _____ no _____ somewhat

18. Do you have any specific suggestions to Mitchell Tech?

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1. In what areas did you hire MTI graduates?

	Number of Graduates Hired	In What Positions?
Agriculture		
Accounting/ Bookkeeping		
Receptionist/ Secretary		
Food Service		
Child Care		
Medical Laboratory Technician		
Automotive		
Electrical Construction and Maintenance		
Electronics		
Satellite Communications		
Computer Systems Technology		
Architectural Drafting/ Building Construction		
HVACR Service		
Power Line Construction and Maintenance		
Propane and Natural Gas Technology		
Welding		
Other (please specify)		

Comments:

2. In your opinion, is it important for MTI graduates to possess these skills?

	Important		Not Important
	Very	Somewhat	
Oral communication			
Written communication			
Problem-solving skills			
Positive work attitude			

Comments:

3. Rate your satisfaction with the job search skills of MTI graduates.

	Above average	Average	Below average
Cover Letter			
Resume			
Interview			

Comments:

4. How would you prefer MTI graduates to apply for positions with your company? Check all that apply.

_____ Cover letter/letter of application

_____ Resume

_____ Telephone

_____ FAX information

_____ Go in person

_____ Company application

_____ Other: _____

Do you prefer references to be sent prior to an interview?

_____ Yes

_____ No

Comments:

5. Rate your satisfaction of the work quality exhibited by the MTI graduates you have employed. (check the appropriate box.)

	Above average
	Average
	Below average

Comments:

6. Would you prefer to hire a technical college graduate versus a non-technical college trained person?

_____ yes
_____ no

Comments:

7. Were technical graduates hired at a higher payscale than employees without technical training?

_____ Yes

_____ No

_____ N/A (Please explain) _____

_____

Comments:

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8. Has technical college education decreased on-the-job training time for your employees?

_____ Yes, how? _____

_____ No, why? _____

_____ N/A (Please explain) _____

_____

Comments:

9. Does a technical education increase advancement potential within your organization?

_____ Yes

_____ No

_____ N/A (Please explain) _____

_____

Comments:

10. Have you or your employees attended workshops,seminars, or additional courses offered by MTI?

_____ Yes

_____ No

Comments:

11. Have you found MTI placement services to be helpful to your organization?

	Helpful		Not helpful	Do not use service
	Very	Some-what		
Instructors				
Counselors				
Placement Staff (CSC)				
Others (please specify):				

Comments:

12. What recommendations do you have for additional training opportunities that would be beneficial to your business or industry?

13. Would you recommend MTI and its graduates to other employers?

_____ Yes

_____ No (Please Explain) _____

_____

Comments:

14. How many years has your company been in busines:

_____ 0-5 years

_____ 6-10 years

_____ 11-20 years

_____ 21-50 years

_____ Over 50 years

15. Which of the following best describes your company?

_____ Privately owned

_____ Headquarters of a multi-location company

_____ Branch/division/subsidiary of a company

_____ Cooperative

_____ Service organization

_____ Education/Government

_____ Utility

_____ Other (Please specify): _____

16. What is your primary product or service?

17. Total number of employees?

_____ 10 or less

_____ 11 to 20

_____ 21 to 50

_____ 51 to 100

_____ Over 100

Any additional comments you feel would be helpful are welcome:

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MITCHELL VOCATIONAL TECHNICAL INSTITUTE
821 North Capital • Mitchell, South Dakota [illegible] • [illegible] • 800-952-0042

Do Not Write On
This Sheet

Please be objective and fair in your responses. Omit irrelevant items.
Thank you for your cooperation.

I. STUDENT SELF-EVALUATION

1.	The amount of work I did for course was	very great	1 2 3 4 5	quite small
2.	The quality of my work for this course was	excellent	1 2 3 4 5	poor
3.	My contribution to the class as a whole was	excellent	1 2 3 4 5	poor
4.	In my career the subject matter, methods, or skills learned will be	very useful	1 2 3 4 5	useless

II. INSTRUCTOR

5.	Knowledge of the subject was	current	1 2 3 4 5	outdated
6.	Expressed concepts clearly	always	1 2 3 4 5	never
7.	Use of technical language was	appropriate	1 2 3 4 5	inappropriate
8.	Speaking ability (enunciation, volume, etc.) was	excellent	1 2 3 4 5	poor
9.	The treatment of students was	courteous	1 2 3 4 5	discourteous
10.	Was able to help students solve difficulties	always	1 2 3 4 5	never
11.	Was open to differences of opinion	encouragement	1 2 3 4 5	intolerance
12.	Was available to the students for consultation	always	1 2 3 4 5	never
13.	Was one I felt I could go to for help	always	1 2 3 4 5	never

III. ORGANIZATION OF CLASSROOM PROCEEDINGS

14.	The instructor was well prepared	always	1 2 3 4 5	never
15.	The basic concepts were logically developed	always	1 2 3 4 5	never
16.	The class was	too teacher-dominated	1 2 3 4 5	too student-dominated
17.	The activities were	stimulating	1 2 3 4 5	boring
18.	Instructional activities were varied	always	1 2 3 4 5	never
19.	The instructor presented the material	too quickly	1 2 3 4 5	too slowly
20.	The course was what I thought it would be from the description in the brochure and catalog . . .	excellent	1 2 3 4 5	poor

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IV. REQUIREMENTS

21.	The text, with respect to course objectives, was	relevant	1 2 3 4 5	irrelevant
22.	Handouts and reference materials were useful	always	1 2 3 4 5	never
23.	Assignments helped me complete the goals of the course	always	1 2 3 4 5	never
24.	The number of assignments was	too great	1 2,3 4 5	too small
25.	The assignments were	necessary	1 2 3 4 5	busy work

V. EVALUATION

26.	Sufficient notice was given for due dates	always	1 2 3 4 5	never
27.	A course syllabi containing grading criteria was given to me .	at the start	1 2 3 4 5	never
28.	The instructor graded fairly	always	1 2 3 4 5	never
29.	The return of projects, papers, and exams was	prompt	1 2 3 4 5	delayed

VI. CONTENT

30.	The subject matter was	up-to-date	1 2 3 4 5	outdated
31.	Classroom and labs were neat and equipment in good condition . . .	always	1 2 3 4 5	never
32.	Materials and supplies were . . .	adequate	1 2 3 4 5	to few
33.	Lab time was well used	always	1 2 3 4 5	never
34.	Lab projects were designed to accomplish course goals	always	1 2 3 4 5	never

PLEASE WRITE YOUR RESPONSES TO THE QUESTIONS BELOW ON A SEPARATE SHEET OF PAPER

VII. QUESTIONS

1. If I were to teach this course I would include more of . . . . . .
2. If I were to teach this course I would include less of . . . . . .
3. What suggestions can you give us that will improve your program . .
4. What suggestions can you give us that will improve the MTI campus .

Please complete and return this card in the enclosed business reply envelope to the MTI Placement Office, or call Julie at 1-800-952-0042, Ext. 156 when you have the required information.

Name _____ Date _____

New Address _____
Street/Apt City State Zip

Home Phone (____) _____ Year of Graduation _____ Department _____

☐ I am currently seeking employment. (please describe what you are looking for) _____

☐ Please send me a job listing. ☐ I am not currently seeking employment. ☐ I am returning to school

☐ I am self-employed (please describe below). ☐ I have a job. (please describe below)

Job Title _____ Salary _____ Per: Hour Year
(circle the applicable one)

Name of Business _____ Bus. Phone (____) _____

Business Address _____
Street City State Zip

Supervisor's Name/Title _____

Other Comments _____

Thank you for your assistance and Good Luck!!

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Mitchell Technical Institute Self-Study Survey

Please complete this survey by circling the most appropriate response.

1. Are you aware of the programs/majors offered at Mitchell Technical Institute (MTI)? YES NO

2. Have you ever attended any class (daytime or evening) at MTI? YES NO

3. Have you been inside the MTI facility within the last four years? YES NO

4. Do you recognize a need for technical education? YES NO

5. How do you feel the MTI staff has affected the Mitchell community?

   POSITIVELY NEGATIVELY DON'T KNOW

6. How do you feel the MTI student body has affected the Mitchell community?

   POSITIVELY NEGATIVELY DON'T KNOW

7. How would you characterize MTI's contribution to the Mitchell economy?

   SUBSTANTIAL SIGNIFICANT INSIGNIFICANT DON'T KNOW

8. In your experience MTI facilities are:

   EXCELLENT GOOD ADEQUATE INADEQUATE DON'T KNOW

9. Have you ever employed an MTI graduate? YES NO DON'T KNOW

10. If yes, was it a positive experience? YES NO

11. Have you ever worked with an MTI graduate? YES NO DON'T KNOW

12. If yes, was it a postitive experience? YES NO

13. Do you feel the programs/majors offered at MTI are in tune with the demands of business/industry? YES NO

14. Would you like to see more credit-granting night courses offered by MTI? YES NO

15. Would you like to see more community education night courses offered by MTI? YES NO

16. In your opinion, employment opportunities for a technical graduate are: EXCELLENT GOOD FAIR POOR

17. In your opinion, employment opportunities for a college graduate are: EXCELLENT GOOD FAIR POOR

18. Would you recommend MTI for higher education? YES NO

19. Indicate the highest level of education you have completed: 8 9 10 11 12 13 14
    15 16 17 18 19+

20. Where have you learned what you know about MTI? (Circle all that apply)

    NEWSPAPER RADIO TELEVISION MAGAZINE WORD-OF-MOUTH

    BROCHURE/FLIER PERSONAL EXPERIENCE OTHER_____

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Mitchell Technical Institute Self-Study Survey

Please complete this survey by circling the most appropriate response.

1. Are you aware of the programs/majors offered at Mitchell Technical Institute (MTI)? YES NO

2. Have you ever attended any class (daytime or evening) at MTI? YES NO

3. Have you been inside the MTI facility within the last four years? YES NO

4. Do you recognize a need for technical education? YES NO

5. How do you feel the MTI staff has affected the Mitchell community?

   POSITIVELY NEGATIVELY DON'T KNOW

6. How do you feel the MTI student body has affected the Mitchell community?

   POSITIVELY NEGATIVELY DON'T KNOW

7. How would you characterize MTI's contribution to the Mitchell economy?

   SUBSTANTIAL SIGNIFICANT INSIGNIFICANT DON'T KNOW

8. In your experience MTI facilities are:

   EXCELLENT GOOD ADEQUATE INADEQUATE DON'T KNOW

9. Have you ever employed an MTI graduate? YES NO DON'T KNOW

10. If yes, was it a positive experience? YES NO

11. Have you ever worked with an MTI graduate? YES NO DON'T KNOW

12. If yes, was it a postitive experience? YES NO

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    NEWSPAPER RADIO TELEVISION MAGAZINE WORD-OF-MOUTH

    BROCHURE/FLIER PERSONAL EXPERIENCE OTHER_____

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North Carolina State University

College of Education and Psychology
Department of Adult and Community College Education
Joseph D. Moore Distinguished Professorship

Suite 300
Box 7801
Raleigh, NC 27695-7801
(919) 515-6289

March 9, 1994

Ms. Tina Bennett
Mitchell Vocational-Technical Institute
821 N. Capital
Mitchell, SD 57301

Dear Ms. Bennett:

Thank you for your call yesterday. There are two options I would like to offer you regarding the use of the Personal Assessment of the College Environment (PACE) instrument at your college.

Option 1: We will send you a model PACE questionnaire. You discuss it on your campus and give us input so that it can be customized to provide the most effective results for your college. We will design the final survey instrument; however, it would be administered and analyzed into report form within your administration. The one-time site use fee for the PACE instrument would be $500.00.

Option 2: Again, we will design the PACE survey instrument with your input. However, we will analyze data, write the report, and return it to you. The cost for this treatment is $1,000.00.

I have enclosed a sample PACE instrument. Should you select either option, you could begin the review process at your institute.

We look forward to your consideration and response in the near future.

Sincerely yours,

George A. Baker III
Joseph D. Moore Distinguished Professor
of Community College Leadership

GAB:jsd

Enc.

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North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina.

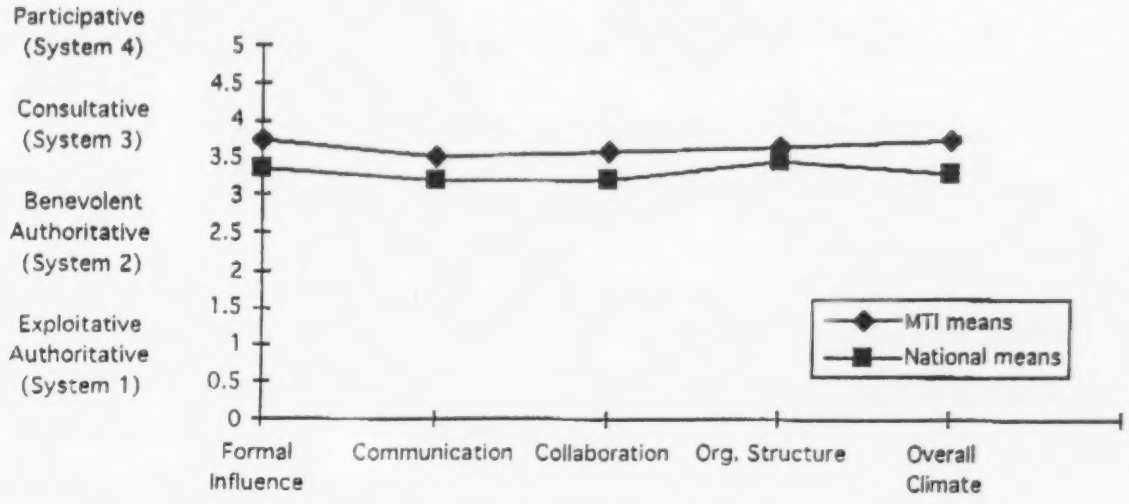
Personal Assessment of the College Environment
∞PACE∞

Report on
National Norms for the Institutional Effectiveness Model
for
Mitchell Technical Institute

by George A. Baker, III, North Carolina State University
June 14, 1994

The figure below depicts how norms from the 1994 PACE survey from Mitchell Technical Institute compare with national norms generated from other institutions that have participated in similar climate studies (n = 50). The ratings from MTI on all of the climate factors are higher than the national averages, and place solidly in the "consultative" climate as described by Likert (1967). His research found that the participative group approach, which he called System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate. System 4 is considered as a climate to be sought as opposed to existing naturally in the environment. Of the more than 50 studies completed, no organization has been found to have achieved a System 4 environment, except in aspects of some categories, and with certain categories of employees.

Information for the Student Focus and Work Design climate factors is not available because that is still insufficient data to be able to make comparisons nationwide on these two new factors. When available, this information will be forwarded.



	Formal Influence	Communication	Collaboration	Org. Structure	Overall Climate
MTI means	3.73	3.51	3.6	3.66	3.73
National means	3.35	3.19	3.2	3.47	3.31
Difference	*+0.38*	*+0.32*	*+0.40*	*+0.19*	*+0.42*

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